**Options in ALPINE - Student Profile: Section II C. Annual Academic Goals**

**Academic Goal - Strategies/Interventions**

List the kinds of programming that will be made available to the student to meet his/her interests and needs, which may include any of the programs of study listed below.

General Strategies

-Research on particular subjects of interest

-Use of extension menus on assignments & projects

-Flexible grouping

-Opportunities to pretest out of content & do extension projects

-Use of technology for projects

-Compacting curriculum & providing extension activities

-Accelerated class placement upon meeting criteria

-Online course study

-Career study

-Job shadowing/mentorship

-Recommended Extra-curricular activities:

-Other:

Language Arts Strategies

-Writer's Circle

-Literature Circle

-Higher level reading interventions

-Advanced level of instruction

-Differentiated writing prompts

-Provide choices in writing prompts & novel selection

-Opportunities to submit work for real world publication

-Anthology and/or portfolio of poetry, short stories, or best work

-Drama/Theater activities

-Studying a second language

-Journaling

-Early instruction on research, presentation & study skills

-Differentiated instructional strategies

-Assessment alternatives

-Advanced/honors classes

-Supplemental curriculum

-Replacement curriculum

-Post secondary courses

-Advanced Placement

-International Baccalaureate

-Community Resources

-Provide high level materials, differentiated activities and product options that include analytical, critical, and creative thinking skills

-Use structured, in-depth reading process(es) at the student's level (such as Socratic Seminar)

-Use assignments that provide a variety of types of learning, such as utilizing or collecting data from various print materials. Assignments can be based on topics, themes, or problems and can even require a blending of fiction and nonfiction pieces

-Utilize independent studies

-Accelerate vocabulary content through a variety of strategies and materials which may include word origins

-Study authors and their craft to refine and further develop their own style and ability as an author

-Provide access to mentor(s)

Other specific suggestions include:

-Use strategies for underachievement prevention with students/parents

-Adjust pace of instruction to match student's needs

-Provide GT or enrichment pull out classes

-Provide direct instruction in organizational skills so student can achieve commensurate with ability

-Develop analytical and critical thinking skills through problem solving in the content area

-Formative assessment: Use assessment to determine instructional goals

-Flexible grouping: Students are grouped and regrouped according to readiness

-Cluster grouping: Students are grouped according to ability level to have intellectual peers in a subject area

-Cross-grade grouping: Students from various grades are grouped together to meet academic needs

-Single subject acceleration: Student either physically goes to a higher grade level for a certain subject, or having the child work above grade level in one subject within the regular classroom

-Independent study: Student works under a contract to complete research not within the general classroom curricula

-Grade telescoping: Student progresses rapidly through the curriculum of several grade levels

-Learning centers: Classroom areas that contain a collection of activities or materials designed to teach, reinforce, or extend a skill or concept

-Higher Order Thinking Skills (HOTS): Questioning in discussions or providing activities based on processing that require analysis, synthesis, evaluation, or other thinking skills

-Open-ended tasks: Tasks determined by teacher, responses determined by student. Replaces worksheet activities with tasks that encourage active participation

-Technology: Develop advanced skills through use of technology

-Students as producers: The teacher determines the content area and skills, but does not determine the format of the response

-Curriculum compacting: Permits students who exhibit prior knowledge or demonstrate mastery of the objective to move at an accelerated pace through specific material

-Product options: Students have a choice of product possibilities

-Modifying homework: Increase depth and complexity of homework rather than drill and practice

-Tiered assignments: Adjusting the degree of difficulty of a question, task, or product to match a student’s current readiness level

-Rubrics: Tools that guide the evaluation of student work and clarify student understanding of expectations for quality work. Should be used for the purpose of assessing qualitative differences, NOT quantitative differences

-International Baccalaureate-Primary Years Program:

---Concepts

---Skills

---Actions

---Attitudes

-International Baccalaureate-Middle Years Program:

---Environment

---Approaches to Learning

---Community and Service

---Homo Faber

---Health and Social

-International Baccalaureate-Diploma Program:

---Extended Essay

---Theory of Knowledge

---Creativity, Action, Service

Mathematics Strategies

-Use high level problem-solving approaches that emphasize multiple solutions and/or solutions to open-ended problems

-Provide real life applications of math concepts (learning in context)

-Math league contests

-Higher level math interventions

-Differentiated activities that target level of student performance

-Sudoku and other problem solving puzzles

-Elevated level of math on school-offered web based programs

-Explore math websites for challenges

-Differentiated instructional strategies

-Assessment alternatives

-Advanced/honors classes

Some general suggestions also include:

-Supplemental curriculum

-Replacement curriculum

-Post secondary courses

-Advanced Placement

-International Baccalaureate

-Community Resources

Some more specific suggestions might include:

-Formative assessment: Use assessment to determine instructional goals.

-Flexible grouping: Students are grouped and regrouped according to readiness.

-Cluster grouping: Students are grouped according to ability level to have intellectual peers in a subject area.

-Cross-grade grouping: Students from various grades are grouped together to meet academic needs.

-Single subject acceleration: Student either physically goes to a higher grade level for a certain subject, or having the child work above grade level in one subject within the regular classroom.

-Independent study: Student works under a contract to complete research not within the general classroom curricula.

-Grade telescoping: Student progresses rapidly through the curriculum of several grade levels.

-Learning centers: Classroom areas that contain a collection of activities or materials designed to teach, reinforce, or extend a skill or concept.

-Higher Order Thinking Skills (HOTS): Questioning in discussions or providing activities based on processing that require analysis, synthesis, evaluation, or other thinking skills.

-Open-ended tasks: Tasks determined by teacher, responses determined by student. Replaces worksheet activities with tasks that encourage active participation.

-Technology: Develop advanced skills through use of technology.

-Students as producers: The teacher determines the content area and skills, but does not determine the format of the response.

-Curriculum compacting: Permits students who exhibit prior knowledge or demonstrate mastery of the objective to move at an accelerated pace through specific material.

-Product options: Students have a choice of product possibilities.

-Modifying homework: Increase depth and complexity of homework rather than drill and practice.

-Tiered assignments: Adjusting the degree of difficulty of a question, task, or product to match a student’s current readiness level.

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-International Baccalaureate-Primary Years Program:

---Concepts

---Skills

---Actions

---Attitudes

-International Baccalaureate-Middle Years Program:

---Environment

---Approaches to Learning

---Community and Service

---Homo Faber

---Health and Social

-International Baccalaureate-Diploma Program:

---Extended Essay

---Theory of Knowledge

---Creativity, Action, Service

General Cognition/Spatial Reasoning

Provide strategies and support to improve in areas needed

Provide demonstrations, experiments, & graphic organizers

Research careers dealing with non-verbal strengths

Exploration of strategic games and puzzles

Suduko and other problem solving puzzles

Drama/Theatre activities

Provide organized learning environment

Explain the big picture

Help student organize materials

Summarize learning

Limit distractions (visual and auditory)

Allow student freedom to move, doodle, manipulate etc.

Provide natural or subdued lighting

Provide focus on the learning objectives

Use of advanced organizers

Hands on approach manipulating forms or objects

Visual aids/clues rather than verbal (examples: visual schedules, sight words, vocabulary words, lists of transition words/phrases)

Sequential steps

Use of maps, symbols, pictures, videos, overheads, graphs, maps, PowerPoint, media programs

Use of mind or concept maps

Use of visualization

Brainstorm using illustrations, mind maps and models

Use of kinesthetic (drama, movement, manipulatives)

Careful seating to avoid distraction (windows, open doorways, etc.

Reflective though active exercises (question-write-pair-share) and brain-storming sessions

Note taking with use of pictures

Help with visual cues and associations for memorization

Creativity

Activities that require divergent thinking

Portfolios of best work

Exploration of strategic games and puzzles

Journaling/sketchbooks

Drama/theater activities

Building games

Competitions/contests

Use knowledge creatively

Study creative people

Creativity training

Improvisation training

Competitions

Specialized curriculum

Internship

Creativity institutes/summer programs

Renzulli type III activities

Community resources

Leadership

Encourage participation in organizations promoting leadership skills

Self initiated & self directed projects that require leadership skills

Engage in entrepreneurial opportunities that require leadership skills

Instruction in leadership skills debate

Specialized curriculum

Camps/conferences

Mentorship

Service learning

Executive internships

Community resources

Performance Arts

Provide strategies and support to improve in areas needed

Provide demonstrations, experiments, & graphic organizers

Research careers dealing with visual/spatial strengths

Exploration of strategic games and puzzles

Suduko and other problem solving puzzles

Drama/Theatre activities

Theatre classes

Dance classes

After school advanced/private classes

Mentorship

Performances

Professional workshops

Advanced placement classes

Science/Social Studies

Differentiated instructional strategies

Assessment alternatives

Advanced/honors classes

Supplemental curriculum

Replacement curriculum

Post secondary courses

Advanced Placement

International Baccalaureate

Community Resources

Visual Arts

Provide strategies and support to improve in areas needed

Provide demonstrations, experiments, & graphic organizers

Research careers dealing with visual/spatial strengths

Exploration of strategic games and puzzles

Suduko and other problem solving puzzles

Drama/Theatre activities

Provide organized learning environment

Explain the big picture

Help student organize materials

Summarize learning

Limit distractions (visual and auditory)

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Note taking with use of pictures

Help with visual cues and associations for memorization

Service

Humane Society; clean pens, donate food and supplies

Collecting old eye glasses for donation

Canned food drives

Donation of clothing and/or reusable items for various organizations: Goodwill, homeless shelters, ARC, Kid Foundation, etc.

Donations for toy drive

Various walks/runs for charity- such as Race for the Cure

Donation of blankets for a homeless shelter

Volunteering time serving at Soup Kitchens

Collecting cans or paper for recycling

Volunteer to read to the elderly in nursing facilities

Shoveling or raking for elderly neighbors or family members

Helping the school custodian

Helping younger students with reading or math facts

Cleaning up school grounds or neighborhood parks

Helping with chores around the classroom or school (help teachers put up bulletin boards, clean the classroom, file papers, etc.)

If you are old enough, baby-sit for free

Service projects through Boy or Girl Scouts

Service projects through family-selected community organizations

Collecting gently used coats for donation

Making cards with well wishes or care packages for persons serving in the military overseas

**Academic Goal - Content**

Accelerated curriculum

Grade-level curriculum

Honors/AP/IB

Online classes

Supplemental curriculum

College courses

**Academic Goal - Process**

Acceleration

Depth & Complexity

Extension

Grouping

Higher order thinking

Independent study

Research

Tiered instruction

**Academic Goal - Product**

Authentic audience

Cross-curricular

Demonstration of new knowledge

Formative/ summative assessment

Real-world application

**Academic Goal - Environment**

Center

Cluster group

Flexible group

Independent

Resource room

Whole class

Online

Magnet classroom

Concurrent enrollment

**Affective Goal - Strategies/Interventions**

List the kinds of programming that will be made available to the student to meet his/her interests and needs, which may include any of the programs of study listed below.

Linguistically and Culturally Diverse Learners:

- Provide open-ended activities with creative application in all academic areas.

- Development of language skills through creative ends.

- Connect with positive role models from a variety of cultural backgrounds.

Twice-Exceptional:

- Teach compensatory strategies to help cope with special needs.

- Provide role models.

- Emphasize student successes.

- Encourage student independence and self-worth.

- Collaborate with exceptional children specialists; emphasize choice and flexibility.

Underachieving Gifted Learners:

- Assess skills and abilities.

- Reinforce and support work habits at home and at school.

- Connect with positive role models.

- Correct skill deficiencies; chart progress.

- Build self-confidence.

- Set goals; focus on time management skills.

- Develop effective communications and advocacy skills.

Resources

School Clubs/Activities

Collaboration with other GT students in Advanced Math class, Project Learning teacher